



# Model Lesson Plan

Social Studies  
Kindergarten

## Kindergarten – I Know About Other People

### Stage 1 Desired Results

#### Established Goals

(Reference Both: *Essential Understandings Regarding Montana Indians* and Montana Content Standards)

**SS 1 Benchmark 4.1** Students will value printed material.

#### Essential Understanding

With the inclusion of more and varied voices, histories are being rediscovered and revised . . . American Indians (have) begun to write about and retell history from an Indigenous perspective.

#### Understandings

There are stories written by non-Indian people about Indians.  
There are stories written by Indian people about their own lives long ago.  
There are stories written by Indian people about their own lives now.  
There are special stories retold by Indian people to their children and grandchildren.

#### Essential Questions

What is a book used for?  
Who writes stories and books?  
Can stories be only told out loud and not written?  
Who likes to tell you stories?  
What is your favorite story?  
What can a new story tell you?  
Who is an author?  
Why is it important for Indian people to tell about their own lives (how they lived long ago and how they live now)?

#### Students will be able to

Sort books into two categories, using teacher-created sticker codes.  
Retell a favorite story written by an American Indian and know the author's name.

#### Students will know

Printed material includes books, maps, newspapers, magazines (etc.) because each one contains words.  
Words tell a story that is true or pretend.  
There are stories that tell about how people used to live long ago, not written by American Indian people.  
There are stories told out loud by Indian people now about how their people lived long ago.  
There are stories written in books by Indian people about how their people lived long ago.  
There are stories written in books by Indian people about how their people live now.  
Indian people retell important stories to their children and grandchildren.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Students will be able to sort books into several categories, depending on individual student developmental level. The categories include (but not limited to) (1) fiction and books written by Indian authors, (2) books about Indian's lives long ago and books about Indian's lives now.
2. Students will be able to retell a favorite American Indian story written or (re)told by an American Indian and why it might be important to the individual student.
3. Students will draw and color a story map, story wheel or book, retelling their own version as they point to objects they drew.

### Other Evidence

Students may act out their favorite part of the story or all of it. (Teacher and student support for non stereotypical Indian actions and language is critical in story dramatizations.)



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### Stage 3 Learning Plan

**Learning Activities:** **What learning experiences and instruction will enable students to achieve the desired results:** Students and teacher will learn together that stories written and/or retold by American Indian people may be different than stories written and/or retold by non-Indian people. Written stories by Indian people show their own way of life long ago and current ways of living. Oral stories retold by Indian people to their children and grandchildren are important to them. American Indian author's stories are important for all people to learn the history of American Indian people.

#### Resources:

Hirschfelder, Arlene B. And Beverly R. Singer, eds.(Santa Clara Pueblo). *Rising Voices: Writings of Young Native Americans*. New York: Scribner, 1992. 107 pages.

Seale, Doris and Beverly Slapin, eds. *A Broken Flute: The Native Experience in Books for Children*. Berkeley, Calif.: Oyate Press, 2005. 463 pages. ISBN: 0-7591-0778-5.

#### Additional Resources

Slapin, Beverly, Doris Seale(Santee/Cree), and Rosemary Gonzales. *How to Tell the Difference: A Guide to Evaluating Children's Books for Anti-Indian Bias*. Berkeley, CA: Oyate, 2000. ISBN: 0-9625175-5-0

Slapin, Beverly, and Doris Seale (Santee/Cree), eds. *Through Indian Eyes: The Native Experience in Books for Children*. Philadelphia: New Society, 1992. 312 pp. ISBN: 0-86571-213-1

How will the design ...

W= help students know where the unit is going and what is expected?

Teacher and students review printed material throughout the classroom (maps, classroom rules, books, charts, etc.).

Classroom discussion between students and teacher: Printed material has letters, pictures and words.

Where do books and stories come from?

Why are they important?

How can lessons from a story help us?

Who can tell a story?

Has someone ever read you a story written by an American Indian?

Have you ever heard a story told by an American Indian?

Can American Indian stories be important for you to hear? Why?

Kindergarten – I Know About Other People, Cont.

H= hook all students and hold their interest?

If there is a close tribal community, provide time for an elder or storyteller to visit the classroom.  
Visit the IEFA Website to visit the online storytellers.

*How Beaver Steals Fire* – Salish story only to be used during the winter months (book and DVD).

E= Equip students, help them experience the key ideas and explore the issues?

The teacher models collecting printed materials in the classroom and then allows students to collect four things in the classroom that are "printed material."

Provide ongoing story time for students to hear different stories written by American Indian authors.

Provide time for students to practice locating where the author's name is on a book.

Provide non-biased discussions to support the importance of American Indian author's stories "told from an Indian perspective" (the teacher will build a developmentally appropriate framework to explain that the stories are told by Indian people for Indian people, and sometimes the stories are shared with us).

Prepare two selections of books for children – one fiction selection and one selection written or (re)told by Indian people about Indian culture (i.e. Joseph Bruchac's literature work well) and adhere stickers to designate two different groups for students to sort.

These selections can also be divided into Indian's lives long ago and Indian's lives now (titles can be found within the references cited).

R= Provide opportunities to rethink and revise their understandings and work?

Provide several color stickers on book covers which will allow students to sort books by categories of fiction and Indian author.

E= Allow students to evaluate their work and its implications?

Teacher provides time for students to practice sorting books by category (two different colors of stickers).

Teacher will model how to choose a story written by an American Indian (sticker).

Students will create a story book based on their favorite story (either individual or classroom).

Students will be able to tell why their favorite story is important (what did they learn about the meaning of the story or lesson).

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

Provide appropriate books and areas of "reading" for developmental needs of all students.

Teacher will provide different levels of photographic books, printed books, and picture books to support this lesson and place them in a learning center where all students can revisit the "printed material."

Teacher models how students will sort two different groups of books for the book sorting activities.

Teacher determines the goal of number of books sorted depending on individual student.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

Before this lesson is taught, books to support this lesson must be checked out at the library or through interlibrary loan or other means.

Preview any DVDs for appropriate amount of time and specific information.

Note: WHERETO can be reorganized to accomplish the instructional plan.

